

## 2005-06 School Report Card - Oak Middle School

### Oak Middle School (02710030)

#### Stephen J Lobban, Principal

Mailing Address: 45 Oak Street

Shrewsbury, MA 01545

Phone: (508) 841-1200

FAX: (508) 841-1223

Website: <http://www.shrewsbury-ma.gov>

#### Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment - 2005-06			
	School	District	State
<b>Total Count</b>	929	5,873	972,371
<b>Race/Ethnicity (%)</b>			
African American	2.2	1.7	8.3
Asian	9.4	12.0	4.6
Hispanic	5.0	4.0	12.9
Native American	0.0	0.1	0.3
White	82.5	81.0	72.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Ethnic	1.1	1.2	1.4
<b>Gender (%)</b>			
Male	49.6	50.1	51.4
Female	50.4	49.9	48.6
<b>Selected Populations (%)</b>			
Limited English Proficiency	1.4	2.2	5.3
Low-income	8.9	7.5	28.2
Special Education	15.0	15.0	16.5
First Language Not English	9.4	10.6	14.3
Migrant	0.0	0.0	0.1

**Grades Offered:** 07, 08

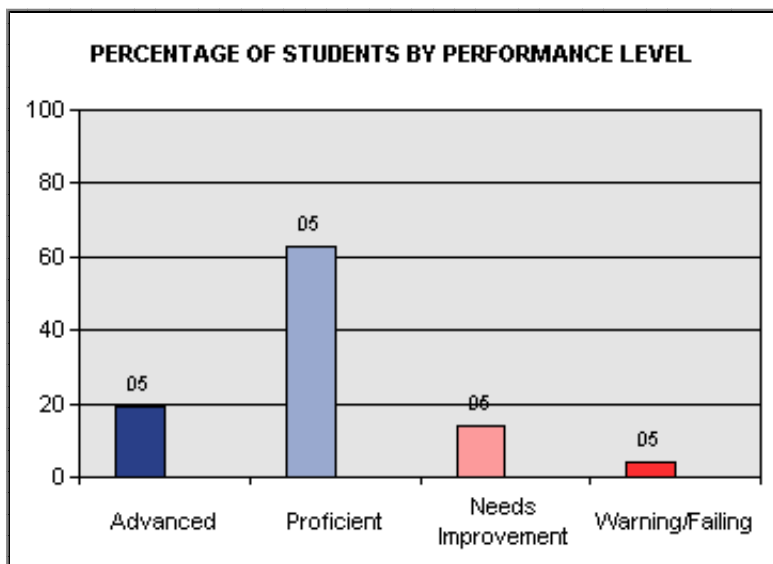
Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	62	380	73,593
% of Teachers Licensed in Teaching Assignment	97.6	96.9	94.4
Total # of Teachers in Core Academic Areas	53	333	62,301
% of Core Academic Teachers Identified as Highly Qualified	99.1	97.7	93.7
Student/Teacher Ratio	14.9 to 1	15.5 to 1	13.2 to 1

Web Resources	
Massachusetts Department of Education:	<a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles:	<a href="http://profiles.doe.mass.edu/?orgcode=02710030">http://profiles.doe.mass.edu/?orgcode=02710030</a>
Adequate Yearly Progress (AYP) Information:	<a href="http://www.doe.mass.edu/sda/ayp/cycleIVmid/">http://www.doe.mass.edu/sda/ayp/cycleIVmid/</a>
Massachusetts No Child Left Behind website:	<a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>

## 2005-06 School Report Card - Oak Middle School

### GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

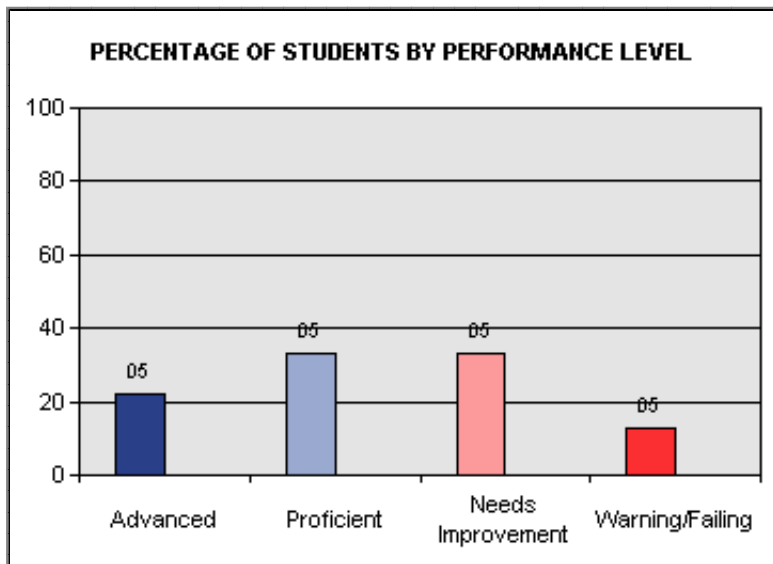
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	380	86	22	67	9	1
DISABLED	57	13	5	40	37	18
LIMITED ENGLISH PROFICIENT	6	1	-	-	-	-
<b>GENDER</b>						
FEMALE	208	47	31	59	7	3
MALE	234	53	9	68	19	4
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	11	2	0	64	18	18
ASIAN OR PACIFIC ISLANDER	43	10	33	49	9	9
HISPANIC	19	4	0	68	21	11
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	370	84	19	65	14	2
<b>LOW INCOME</b>	35	8	6	60	34	0
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	76717	100	10	56	27	7
2004	77386	100	9	59	25	7
<b>ALL STUDENT</b>						
2005	443	100	19	63	14	4
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Oak Middle School

### GRADE LEVEL 8 - MATHEMATICS

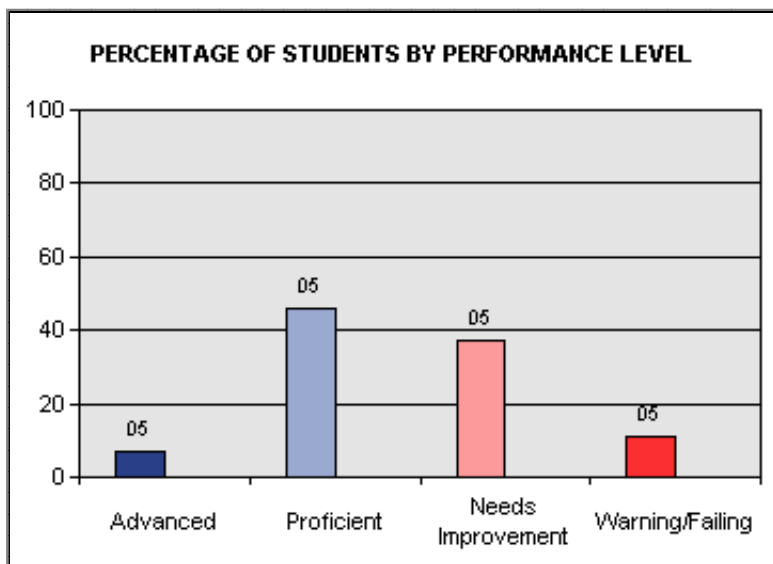
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	358	82	26	37	31	6
DISABLED	71	16	1	13	45	41
LIMITED ENGLISH PROFICIENT	6	1	-	-	-	-
<b>GENDER</b>						
FEMALE	227	52	20	33	36	12
MALE	208	48	24	34	29	13
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	9	2	-	-	-	-
ASIAN OR PACIFIC ISLANDER	51	12	53	27	14	6
HISPANIC	19	4	5	11	42	42
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	355	82	19	35	35	11
<b>LOW INCOME</b>	24	6	13	33	42	13
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	77026	100	13	26	30	31
2004	78893	100	13	26	32	29
<b>ALL STUDENT</b>						
2005	435	100	22	33	33	13
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



## 2005-06 School Report Card - Oak Middle School

### GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	358	82	8	53	35	4
DISABLED	71	16	0	15	45	39
LIMITED ENGLISH PROFICIENT	6	1	-	-	-	-
<b>GENDER</b>						
FEMALE	227	52	5	43	41	11
MALE	208	48	8	50	32	10
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	9	2	-	-	-	-
ASIAN OR PACIFIC ISLANDER	51	12	18	47	29	6
HISPANIC	19	4	5	11	42	42
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	355	82	5	49	37	9
<b>LOW INCOME</b>	24	6	0	33	46	21
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	76891	100	4	29	41	26
2004	78887	100	5	28	35	31
<b>ALL STUDENT</b>						
2005	435	100	7	46	37	11
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						





## 2005-06 School Report Card - Oak Middle School

### 2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	444	437	98	Yes	431	94.5	Yes	-	-	96.9	96.9	Yes	Yes
Lim. English Prof.	12	12	-	-	10	-	-	-	-	-	-	-	-
Spec. Ed.	53	51	96	Yes	50	75.5	No	-	-	96.3	96.3	Yes	No
Low Income	35	35	-	-	31	88.7	-	-	-	96.1	96.1	-	-
Afr. Amer./Black	11	10	-	-	10	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	43	41	95	Yes	41	93.3	Yes	-	-	98.3	98.3	Yes	Yes
Hispanic	19	19	-	-	18	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	371	367	99	Yes	362	95.3	Yes	-	-	96.7	96.7	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	436	433	99	Yes	425	79.0	Yes	-	-	96.9	96.9	Yes	Yes
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	69	69	100	Yes	68	51.1	No	-	-	96.3	96.3	Yes	No
Low Income	24	24	-	-	23	75.0	-	-	-	96.1	96.1	-	-
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	51	51	100	Yes	51	91.2	Yes	-	-	98.3	98.3	Yes	Yes
Hispanic	19	19	-	-	17	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	356	353	99	Yes	347	79.3	Yes	-	-	96.7	96.7	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	N/A	N/A	No	
MATH	Aggregate	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	N/A	N/A	No	

## Data Definitions

**Enrollment** - This information reflects the public school enrollment on October 1, 2005.

### Race/Ethnicity:

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American.** A person having origins in any of the black racial groups of Africa.

**Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Native American.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Multi-racial.** A person selecting more than one racial category and non-Hispanic.

### Selected Populations:

**Limited English Proficient:** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

**Low Income:** An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Special Education:** Students who have an Individualized Education Plan (IEP).

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

**Educator Quality** - Educator information is as of October 1, 2005.

**Percent of teachers licensed in the area in which teaching:** The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

**Percentage of core academic classes taught by highly-qualified teachers:** The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

**High-Poverty Schools:** Schools in the bottom quartile statewide by low-income percentage.

**Low-Poverty Schools:** Schools in the top quartile statewide by low-income percentage.

**MCAS Results** - Spring 2005 Results

### Performance Level Definitions

**(A)** Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

**(P)** Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

**(NI)** Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

**(W/F)** Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

### Student Subgroup Definitions

**Regular** - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities** - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient, Race/Ethnicity, Low income, Migrant** - See definitions under Enrollment.

**Adequate Yearly Progress** - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://>

[www.doe.mass.edu/sda/ayp/cycleIVmid/](http://www.doe.mass.edu/sda/ayp/cycleIVmid/).

**Accountability Status Labels:**

**II-S** Identified for Improvement - Subgroups only

**II-A** Identified for Improvement

**CA-A** Identified for Corrective Action

**RST** Identified for Restructuring

**UR** Status Under Review